



Jeddito Public School

Cedar Unified District

Mile Post 408, Hwy 264, Keams Canyon, AZ 86034-0367

Mailing Address: P.O. Box 367, Keams Canyon, AZ 86034-0367

ARIZONA
School Report Card
2001-02

Principal: Mr. Wilfred Numkena

Schedule: 7:30 AM to 5:00 PM

Web Address: Unpublished or Unavailable

E-mail: wnumkena@cusd25.k12.az.us

Grades: K-8

2001 Enrollment: 502

Phone: (928) 738-2334

Fax: (928) 738-5134

▼ School Overview ▼

Mission

Jeddito School will ensure that every student will learn and develop intellectually, physically and socially. By understanding our heritage, we will prepare our students to accept the challenges that are presented today and in the future. This development will provide lifelong learning, productive citizenship and cultural appreciation.

Organization and Philosophy

- w Self-contained Classrooms K-6
- w Middle School Classrooms 7-8
- w SPED Resource and Self-contained
- w On-site Headstart

Instructional Programs

- w Full-day Kindergarten
- w College Stipends for Support Staff
- w Native Language and Culture
- w Afterschool Enrichment/CLIP
- w Reading Success Network Site
- w Life Skills PE Program
- w Accelerated Reader and Math
- w Grade-level Intervention

School/Academic Goals

- w All students will be challenged with grade-level, academic standards-based instruction. Weekly assessment will ensure mastery of objectives. A wide variety of learning strategies for LEP/ESL students will be used to teach concepts.
- w Classrooms are cabled for six computers; each will have a minimum of three computers. Accelerated Reader/Math and Internet access will be available throughout school. Staff development will focus on training in the basics/technology integration.
- w Staff development will include training in reading, writing, math, language acquisition and language development.
- w Jeddito Public School will present a welcoming environment to parents and the community by offering them opportunities in language acquisition, parenting skills, drugs/violence prevention, arts and crafts, and computer skills will be developed.

Enrollment

October 1, 2000 School Year Student Enrollment:	501
Accepting New Students in 2001-02 Under Open Enrollment Law ¹ :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	501

¹ Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

0 School Administrator(s)
 0 Non-certified Employee(s)
 0 Teacher(s)
 0 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	4.00	Teacher	36.00
Other Professional Staff	3.00	Teacher Aide	22.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	7	2	0	0
7 to 9 years	0	3	0	0
10 or more years	17	8	1	0

▽ Shared Responsibilities ▽

School

Reading and writing is essential for the success of our students in an ever-changing global society. The Jeddito community expects, values and supports excellence in reading and writing achievement. Every Jeddito student reads and writes daily for purpose and pleasure to meet or exceed grade-level standards. Every Jeddito staff member is a reading and writing teacher with high expectations for all students.

Parents

Successful learning requires a partnership among parents, community and school. Parental involvement is highly sought after to link the school to the home. A Home Liaison helps facilitate this process. Parents are asked to send their children to school everyday and to assist in their learning by encouraging daily reading. Parents and teachers will work together to create literate students.

▽ Transportation Policy ▽

The district Transportation Policy is to pick up students as close as possible to their homes. The farthest point of travel for pickup is 55 miles one-way with most of the bus routes that are unimproved dirt road miles that become very muddy under rainy and snowy conditions. It is imperative that students be picked up as close as possible to their homes. All students are expected to maintain appropriate behavior while riding the bus.

▽ Calendar Information ▽

Number of Instruction Days:	178	First Day of School:	8/20/01
Average Daily Instruction Time:	7 hrs. 0 min.	Last Day of School:	5/23/02

Operates on Traditional Schedule

Report Card Release Dates

10/24/01	1/9/02	3/20/02	5/23/02
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Additional Calendar/Report Card Information

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible² students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

² Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Library with Internet Access	W 2 Computer Labs + 3 Computers per Class
W Music/Art/PE/HE/IA Classes	W Full Gymnasium and a Multipurpose Room

Extracurricular Activities

W Student Council (Grades 6-8)	W Year-round Sports Program (Grades 5-8)
W Girl Scout Program	W Native Language/Dance/Culture Classes
W Spelling Bee Team	W Drug/Violence Prevention Student Teams
W Afterschool Enrichment/Summer Programs	W On-site College Classes

School/Community Resources

W Breakfast and Summer Feeding Program	W Evening Recreational Activities
W College Classes	W Culture Center Craft Classes
W Counseling Services	W On-site Dental and Health Services
W Parent Training Classes	W Navajo Clothing

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

2000-01 School Achievements/Accomplishments

- | | |
|--|---|
| <p>w Reading Success Network external evaluation site. Leadership team began process of defining goals. Surveys of all shareholders and basic data gathered. Three basic areas of improvement defined and strategies for implementation developed.</p> | <p>w Crisis Plan developed with all local agencies, plan approved and implemented. Training on evacuation drill begun and practiced monthly.</p> |
| <p>w Math curriculum revised and aligned to Arizona Academic Standards. Accelerated Math Program implemented grades 3-8. Math achievement levels grew at all grade levels.</p> | <p>w Teaching Assistant student intervention program developed. Monthly training and weekly monitoring during implementation. Program greatly increased learning in LEP/ESL students.</p> |

Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	91.7 %	94.8 %	93.5 %	94.2 %
Transfers Out ³	23.1 %	16.2 %	16.0 %	20.6 %
Transfers In ⁴ : Within District	0.0 %	3.4 %	2.8 %	3.0 %
Transfers In ⁴ : Out-of-District	12.2 %	6.3 %	5.9 %	7.9 %
Promotion Rate ⁵	96.0 %	98.7 %	98.1 %	94.2 %
Retention Rate ⁶	4.1 %	1.3 %	1.9 %	5.4 %
Dropout Rate ⁷	NA			11.1 %
Status Unknown ⁸	NA			6.7 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

³ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

⁴ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

⁵ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁶ Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

⁷ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

⁸ Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
North Central Association Accreditation Without Warning	2001
Reading Success Network Site	2000

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results¹, 2000-01

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	53	485	33%	33%	28%	3%
	State	60969	521	11%	18%	44%	27%
Writing	School	47	484	38%	34%	27%	0%
	State	59929	535	12%	13%	62%	13%
Mathematics	School	55	438	61%	34%	3%	0%
	State	61089	510	14%	29%	34%	23%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.
 A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	40	481	52%	25%	20%	2%
	State	63518	503	22%	24%	41%	14%
Writing	School	38	447	63%	21%	15%	0%
	State	62270	505	19%	28%	41%	12%
Mathematics	School	38	424	57%	39%	0%	2%
	State	63873	487	17%	43%	12%	29%

Grade 8

Reading	School	41	476	43%	41%	12%	2%
	State	56652	505	23%	20%	40%	17%
Writing	School	39	469	30%	46%	23%	0%
	State	55212	492	17%	41%	40%	2%
Mathematics	School	45	381	95%	4%	0%	0%
	State	56871	454	43%	40%	12%	6%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	--	--	--	87	51	60
2	Reading	--	--	--	--	--	--	100	25	50	100	23	52	71	16	53
	Language	--	--	--	--	--	--	100	10	40	100	11	43	84	6	44
	Mathematics	--	--	--	--	--	--	100	17	51	100	19	55	82	13	57
3	Reading	82	27	44	92	21	47	100	16	47	100	22	48	100	17	50
	Language	90	24	45	65	22	49	100	18	51	96	28	54	100	19	56
	Mathematics	90	20	41	98	17	46	100	14	49	100	27	52	100	14	54
4	Reading	88	22	52	100	25	53	100	33	54	100	22	54	73	28	55
	Language	93	24	45	100	30	47	100	25	49	100	21	48	83	27	50
	Mathematics	93	17	48	100	22	51	100	28	54	100	28	55	80	25	57
5	Reading	66	14	50	77	23	51	100	18	51	93	25	51	62	26	51
	Language	70	16	40	82	19	42	100	23	44	92	19	45	71	17	45
	Mathematics	70	11	47	82	15	51	100	29	54	95	24	55	77	24	57
6	Reading	94	23	52	83	20	53	100	26	54	80	32	53	67	33	54
	Language	97	18	40	89	11	41	100	17	44	84	23	44	80	25	45
	Mathematics	97	19	54	89	19	57	100	25	59	84	32	60	79	32	63
7	Reading	--	--	52	100	21	52	100	20	53	87	27	52	78	27	53
	Language	--	--	49	100	23	52	100	21	54	81	29	54	69	27	55
	Mathematics	--	--	50	100	18	53	100	22	55	84	25	56	77	39	58
8	Reading	--	--	54	94	19	54	100	25	54	79	21	53	87	31	55
	Language	--	--	45	96	11	46	100	18	49	71	19	49	87	23	50
	Mathematics	--	--	50	94	20	52	100	31	54	79	19	56	87	24	58

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	39	69
Grades 3-4	83	62
Grades 4-5	73	45
Grades 5-6	90	83
Grades 6-7	71	86
Grades 7-8	85	76

*Less than 10 students matched

**No information available

***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

The entire district staff attended a three-day training in Prevention Indian Ways/Save the Child/Save the Teen Program before school started. This program provided the staff with the historical background for drugs and violence on the reservation and equipped them with strategies to deal with students with these problems. Additionally, a full-time counselor, full-time nurse and psychological services are available at Jeddito Public School.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

4

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▼ Per Pupil and School Expenditures for the 1999-2000 School Year ▼

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 1999-2000	NDS	NDS

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▼ Classroom Enhancement Funds 2000-01 ▼

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$37,065.45 [\$36.02 per Student x Enrollment (ADM)].

Trigger Fund Usage for Classroom Enhancement *

NDS

* Information is self-reported by the district and is unaudited.

▼ Contacts ▼

	Name	Phone	Extension
School Site Council	Wilfred Numkena	(928) 738-2334	101
Transportation Policy	Henry Nez	(928) 738-5527	
Community Resources	Susie Hevel	(928) 738-2334	104
School Nutrition Programs	Genevieve Olson	(928) 738-2335	114
Parent Organization	Cathy Whitehorn	(928) 738-2336	113
Student Health/Nurse	Hazel Siow	(928) 738-2334	105

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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